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ABSTRACT

This is the evaluation report for the fifth and final year of Project CAPISCO (Comprehensive Academic Program for Italian Students' Citizenship Orientation). The Title VII bilingual (Italian/English) program was carried out at New Utrecht High School, located in the Bay Ridge-Bensonhurst area of Brooklyn, New York, and served 140 students. The students participating in the program demonstrated superior performance in English reading, mathematics, science, social studies, and native (Italian) language arts. In addition, the attendance record of CAPISCO students was better than the rate for the general school population. The program's success is attributed to strong motivation on the part of the bilingual staff and to the involvement of program parents. In addition to discussing instructional activities and student achievement, this report describes administrative procedures, staff and curriculum development activities, family and supportive services, and the community relations component of Project CAPISCO. (GC)

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FINAL EVALUATION REPORT

ESEA Title VII

Grant Number: G007503709

Project Number: 5001-42-07627

NEW UTRECHT HIGH SCHOOL

PRCJECT C.A.P.I.S.C.O.

1979-1980

Principal: Mr. Michael Russo

Coordinator: Mr. Joseph Rizzi

Prepared By The

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C.A.P.I.S.C.O.

COMPREHENSIVE ACADEMIC PROGRAM FOR ITALIAN STUDENT'S

CITIZENSHIP ORIENTATION

NEW UTRECHT HIGH SCHOOL

Location:	1601 80th Street, Brooklyn, New York 11214
Year of Operation:	1979-1980, Fifth and Final Year of Funding
Target Language:	Italian
Number of Participants:	140 Students of Italian heritage
Principal:	Michael Russo
Coordinator:	Joseph Rizzi

I. SUMMARY OF PROGRAM CHANGES FROM THE 1978-1979 ACADEMIC YEAR

It is difficult to write a novel or unique evaluation of a program which has been operating well for five years and is in its final year of funding. This evaluator has resolved this dilemma in the case of New Utrecht High School, Project CAPISCO, by adhering to the format of the previous year's evaluation while including pertinent updated information. Though they are mentioned in the body of the report, it is worthwhile to highlight here the major revisions which occurred in Project CAPISCO between the fourth and fifth years of Title VII funding. They were mainly in five categories: program student enrollment and performance; personnel; budgeting; parent education; and community relations.

Studen enrollment declined from 147 students in 1978-79 to 140 students in 1979-80. Concerning student performance this year, 85% of the CAPISCO students are going to institutions of higher education compared to 90% last year, while the number of regular school students pursuing college education jumped from 50% to 55%. Though the reasons for this shift are not apparent, two points are worth considering. One, the increase in the numbers for regular school students may reflect mainstreamed bilingual student achievement also. Secondly, it is still a tribute to the CAPISCO staff that so many of their Italian bilinguals are attending college, as Italian family tradition favors keeping the children at home and going to work immediately after or during the high school years.

This leads into the second category--personnel. The major changes in this regard were the addition of one family assistant funded under Title VII and an increase in the number of tax levy teachers from 9 to 10. These are appropriate increases and the allocation of funds for two family assistants especially reflects the CAPISCO commitment to strong home-school ties. Finally regarding staffing, one paraprofessional earned her B.A. degree in Italian.

The third attribute of the program which showed significant alteration was budgeting. The chart below provides a comparison of alloted funds for the past two years.

	1978-1979	1979-1980
Operating Budget	$124,000.00	$157,497.00
Training Budget	16,245.00	4,730.00
Basic Budget	108,306.00	152,767.00
Per Pupil Cost	805.37	1,071.43

The most salient features of this chart are the increases this year in the operating and basic budgets and per student costs and the decrease in monies for training. This last may reflect the assumption that at this point, the final year of operation, staff training is complete or near completion and investment in per student cost would yield the biggest return; plus the added factor of inflated costs of educating any pupil.

The preceding year's evaluation recommended instituting a parent education program. This year E.S.L. and Community Orientation classes were begun for program parents and other community members. It was a mixed success with poor and/or inconsistent attendance being the major difficulty. However, it is important to document its advent and to assess the obstacles - worries over safety during evening travel, poor previous schooling, and long work days on the part of the adults - so that future programs can allow for and overcome these problems.

The final variation between 1978-79 and 1979-80 was, more accurately, not an alteration in the program but an increase -- more community oriented functions were provided this year than in the previous one.

Project CAPISCO has always excelled in maintaining strong relations with present program students, former program students, parents and community leaders. This year a reunion dinner for all CAPISCO students over the past five years was held. Additionally the current students and their teachers spent a day together at Bear Mountain. The CAPISCO staff members have stressed the importance of providing a family atmosphere in the school setting for the Italian students, and this creates one of the strongest dimensions of their program.

The ensuing evaluation report presents a description of the context, inputs, processes and products of the CAPISCO program with final program recommendations and conclusions.

II. PROGRAM DESCRIPTION, 1979-1980

A. Demographic Context

New Utrecht High School, which is located in Bay Ridge - Bensonhurst area of Brooklyn, serves School District 20. The area is one of neat neighborhoods and brick row houses with impeccable front gardens. The zone is predominantly one of white lower middle class families with a regular inflow of Italian immigrants. Twenty thousand new Italian immigrants arrive in New York City every year, a large number of them taking residence in Brooklyn.

In District 20 as a whole, forty nine percent of the intermediary and junior high school population is of Italian heritage. Fifty-seven per cent of the feeder school population in the District was eligible for "Free A Lunch" or "Reduced A Lunch."

According to the Annual School Census, October, 1979, New Utrecht

High School's student body is composed of 16 percent Black, 10 percent Hispanic, 1 percent Asian and 73 percent White students. Sixty-five percent of the school population is made up of Italian immigrants or students of Italian heritage. Approximately five hundred of these students are limited English proficient. While sixteen per cent of the New Utrecht school body qualified as free lunch eligibles (according to School Profiles, 1977), only thirteen percent were deemed eligible in 1980.

B. Bilingual Program Participants

The Title VII bilingual program served a target population of one hundred forty students. Students were served who scored below the twentieth percentile on the Language Assessment Battery (LAB) and who were recommended by counselors on the premises or at the feeder schools. Some of the participating students spoke English with sufficient competence to take most of their courses in mainstream. They participated in the Native Language Arts and Guidance components of the program, and were selected on the basis of student or parent request. Others who manifested difficulties with English in their mainstream classes received tax levy financed individual assistance. Although only 11 percent of New Utrecht students were reported to be of low incomes, sixty-three per cent of the students participating in the CAPISCO bilingual program came from low-income families.

C. Personnel and Administration

The Title VII bilingual program was staffed by one project coordinator,

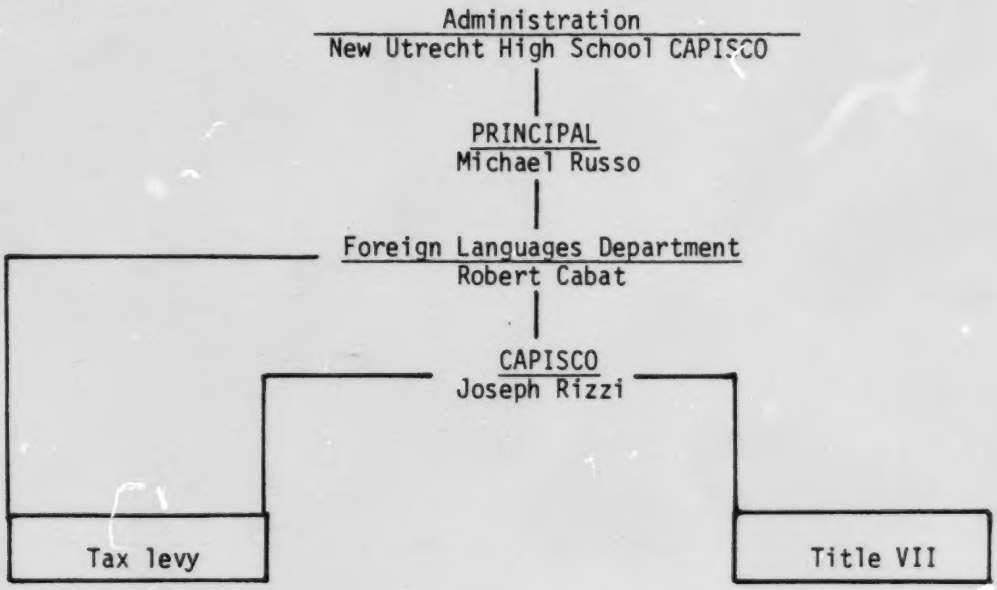
one teacher trainer, one educational assistant, two family assistants, two resource specialists and a secretary. With the exception of the secretary, all the Title VII staff members were born in Italy. All personnel, including the secretary, were bilingual. The only change in staffing from the previous year was the addition of a second family assistant.

In addition to the Title VII personnel, tax levy funds financed one grade advisor, a counselor and ten teachers. Here again, the only modification in staffing was the addition of one teacher to bring the total to ten. Except for the ESL instructors, the teachers were also bilingual.

New Utrecht High School is unique in that many of the teachers in the faculty at large are not only of Italian heritage but also speak Italian. The administrative personnel have used this to the best advantage; for example, by placing limited English speaking Italian students in the class of the industrial arts teacher or with other regular faculty who are familiar with the language and mores of the Italian culture.

The project director was in charge of bilingual program operations. He was supervised by the chairman of the Foreign Languages Department, under whose jurisdiction the bilingual program fell.

CHART I



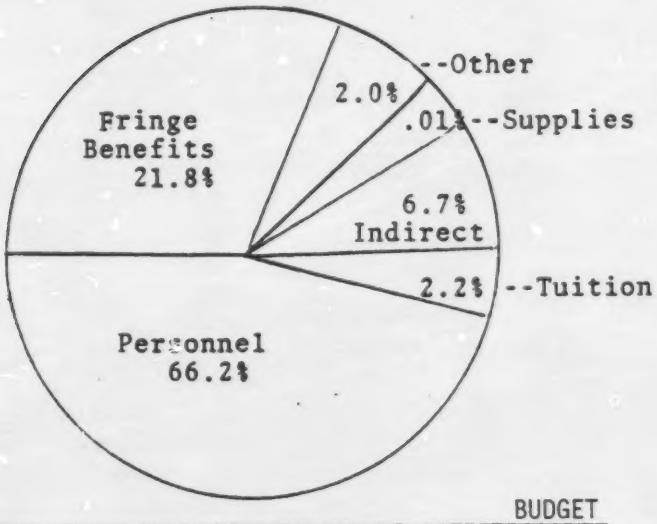
D. Budget Allocations, Title VII Funds

CAPISCO was awarded $157,497 in Federal monies in 1979-1980. The chart that follows provides a graphic view of the distribution of Title VII funds according to the category of their allocation. The training component amounted to $4,730 while the Basic Budget added up to $152,767.

Per student cost in Title VII money was $1071.43.

CHART 2

BUDGET ALLOCATIONS



TOTAL BUDGET

$157,497.00

*Other: includes travel and consultant fees

E. Goals and Objectives

The CAPISCO philosophy (energetically supported by the school principal), is to provide bilingual instructional and supportive services to participating students with the aim of facilitating their integration into the mainstream of the school and society at the earliest possible date.

The program set a goal of facilitating the participants' full transition into the regular school within two years of joining the CAPISCO program. This policy was flexible, however, depending on the individual student's mastery of English and content area subjects.

With a view towards achieving total integration of participating students, while strengthening their knowledge of and pride in their cultural heritage, the program established the following objectives:

-to improve English language achievement skills
-to improve English reading skills
-to improve Math achievement skills
-to improve subject area achievement skills
-to improve native language arts skills
-to improve ethnic culture understanding
-to improve attitudes towards school

F. Instructional Program

The bilingual program included grade levels 9 to 12, which were taught in ungraded groups emphasizing individual instruction. The groups were formed in accordance with the students' level of mastery of English and their proficiency in the core courses covered by the program.

Since many students received their primary and some secondary education in Italy, emphasis was placed in the content area courses on modifying and adapting previously learned material in order to make it correspond to the curriculum taught in American schools.

Classes taught in the Italian language gradually introduced English vocabulary and summaries of the main content discussed. As students mastered the appropriate terminology and concepts, transition was made to increase class time instruction in English. The transitional

nature of the bilingual program at New Utrecht High School was strongly emphasized both at the administrative level beginning with Principal, and on the language usage level. Subject matter which was taught 90% of the time in Italian last September, by June was presented overwhelmingly in English, so that where possible students could enter the mainstream class at the next level in the following September.

All classes were taught five periods per week, a period lasting 40 minutes.

English Instructional Program. All students participating in the bilingual program received instruction in English as a Second Language, which was scaled according to proficiency preparatory to transition into the regular English classes.

Students received instruction in English in Art, Music, Physical Education and Industrial Arts with the rest of the school population.

When no parallel classes were available in the native language and students required a course for graduation, they took such courses on an individual basis as soon as they were considered to be sufficiently prepared to understand instruction in English.

The text used in the English as a Second Language classes was that prepared by the Institute for Modern Languages.

TABLE I

CAPISCO

English Instructional Program

Component	Register	Periods	Criterion
E.S.L.			
Basic II	140	5	Required by Program
Basic III		5	Required by Program
Basic IV		5	Required by Program
Basic V		5	Required by Program
Regular English		5	Student ability
Industrial Arts	20	5	Required
Art	20	5	Required
Music	35	5	Required
Physical Education	140	5	Required
Social Studies	53	5	Required for graduation

**Students participated on an individual basis, as needed before graduation.

Italian Instructional Program. Each of the classes listed in the table below was taught five periods weekly. The curriculum used was that developed by the New York Board of Education which was supplemented with extensive materials developed in Italian by the CAPISCO staff. All materials used in the classroom were appropriate to the students' native language.

Table II presents the courses offered to Italian speaking students. As may be seen, the percentage of instruction time in Italian varied from twenty-five to sixty percent, depending on the experience and proficiency of the students.

TABLE 2

CAPISCO

Italian Instructional Program

	Language of Instruction				
Component	Register	%English	%Italian	Teachers	Paras
Algebra	27	60	40	1	0
Geometry	10	75	25	1	0
General Science	38	40	60	1	0
Biology	35	50	50	1	0
General Science Assistance	14	50	50	1	0
Social Studies American History	32	60	40	1	1
Social Studies World History	30	50	50	1	1
Native Language Arts	100	20	80	1	1

G. Curriculum Development

Under Title VII funding, the CAPISCO bilingual staff developed a

substantial array of curriculum materials in Italian. The aim of the work was to create a wide assortment of subject area texts to supplement materials purchased from Italy. The Italian texts do not follow the curriculum in New York. Written materials were prepared to be used with slides and tapes which were also made by the staff.

In addition to being used in the classroom, these materials were made available in the New Utrecht bilingual resource center to interested pedagogues and schools. Schools in the city as well as from various states across the country sent representatives to the resource center during the year in order to acquaint themselves with the materials developed and use them as guides in their own programs.

Though no new materials were generated during the year 1979-1980, the following materials were revised and completed in Italian and made ready to be printed for distribution:

-General Science--Astronomy, chemistry, physics
-Biology--including laboratory exercises and worksheets
-Algebra
-Geometry
-History--American History; World History
-Community Orientation--an introduction to the American cultural scene, with a description of the history and key attractions of New York City.
-Native Language Arts.

H. Supportive Services

Providing supportive services to participating students was an essential component of the CAPISCO program for integrating youth of Italian heritage into the mainstream of American life.

Supportive services provided by the program included the following:

- Home visits and contact by phone and mail
- Individual and group guidance
- Follow-up

Home visits. All students participating in the program were visited individually, in their homes, at least once during the 1979-1980 school year. The home visits were not seen as primarily corrective. Instead, home visits were made with the purpose of creating a close-knit atmosphere where problems arising could be handled before they became acute.

Aside from academic problems, the home visits were intended to discuss problems affecting the students' families. Among the types of assistance the Title VII staff provided were help with procedures necessary for job applications, community services and health coverage and services.

All staff members, including the project coordinator, made such home visits, as well as phone calls to students' homes. The family assistants, who were responsible for most home visits, averaged three visits per week. Also there were numerous mailings and a newsletter was sent out. Announcements concerning the program were additionally advertised in the local newspaper and Il Progresso.

Individual and group guidance. All of the staff participated in guidance activities which were carried out principally on an individual level, according to need. Guidance covered academic and personal problems. There was no funding for career counseling.

Follow-up. Students participating in CAPISCO continued to be part of the bilingual program and to have access to all the services it provided until such time as they made full transition into the mainstream.

I. Staff Development Activities

All of the individuals serving as Title VII staff members were involved in staff training activities, which included:

- University training
- Workshops
- Meetings
- Conferences and symposia

University training. With the exception of the secretary and the one new family assistant, all of the Title VII personnel in the CAPISCO program were enrolled in university courses during the 1979-1980 school year. Including summer sessions, the average number of credits taken by staff members during the year was thirteen. In most cases the objectives of such university training was to qualify staff members for certification in their specialities. One paraprofessional earned her Bachelor's Degree in Italian.

Workshops and meetings. With the objective of improving the skills of the entire staff and developing individual capacity to handle the gamut of student needs, teachers and paraprofessionals funded by Title VII participated in formal and informal workshops on a regular basis.

Informal workshops were held almost daily between teachers, resource specialists and the project director or teacher trainer. Formal workshops were held monthly, headed by the project coordinator and/or the chairperson

of the Foreign Language Department. At these workshops, topics were discussed which included:

- Establishing a learning environment consistent with goals
- Identification of growth stages
- How to familiarize parents with the program purpose and plan
- Italian influence in American culture
- Comparative Italian and American social structures and values
- Curriculum planning and learning theory
- Factors affecting student motivation

In addition to the workshops, the staff held monthly meetings with the project coordinator to discuss administrative issues. The progress of students and staff was also evaluated, and the project coordinator visited all classes during the year. After observation, he held meetings with teachers and resource specialists.

J. Parent Involvement

Parent participation in the CAPISCO bilingual program takes place at two levels. Parents are directly part of the Parent Advisory Committee for the bilingual program; another forty-five parents of CAPISCO participants were motivated to join the Parent Teachers Association of the regular school. The project coordinator acted as their translator during the meetings, as did the family assistants and the teacher trainer.

The eight member CAPISCO Parent Advisoty Committee meetings took place once a month. Program curriculum and extracurricular activities were reviewed and implemented.

This year parent education in E.S.L. and Community Orientation were instituted with Title VII funds. Forty-five adults registered for the

course but attendance was very erratic, averaging about seven adults on any given night. More monies are needed to provide the support services necessary to assist parents in surmounting previous poor educational experiences and concerns about personal safety.

This year parents and participants attended a reunion dinner for all CAPISCO students from the past five years.

K. Community Relations

The CAPISCO program has a strong community relations program which is geared towards the aim of integrating its participants in all aspects of American civil life. Program students tutor elementary school students bilingually through the Work Experience Bilingual Program. They also work through churches and community organizations with the area's senior citizens.

Community members were informed of the program's activities through newspaper articles, press releases issued in Italian and English, and paid advertisements in the press.

L. Extracurricular Activities

Students participating in the program actively joined in extra-curricular activities sponsored by CAPISCO. Among these the most popular were the Italian Club, the CAPISCO student theater group and the program sponsored dances and outings. On June 5, 1980 all CAPISCO students and faculty took a trip to Bear Mountain. Moreover, they were involved in the publication of a yearly magazine C.A.P.I.S.C.O. in which original writing and reports on Italian classics were featured.

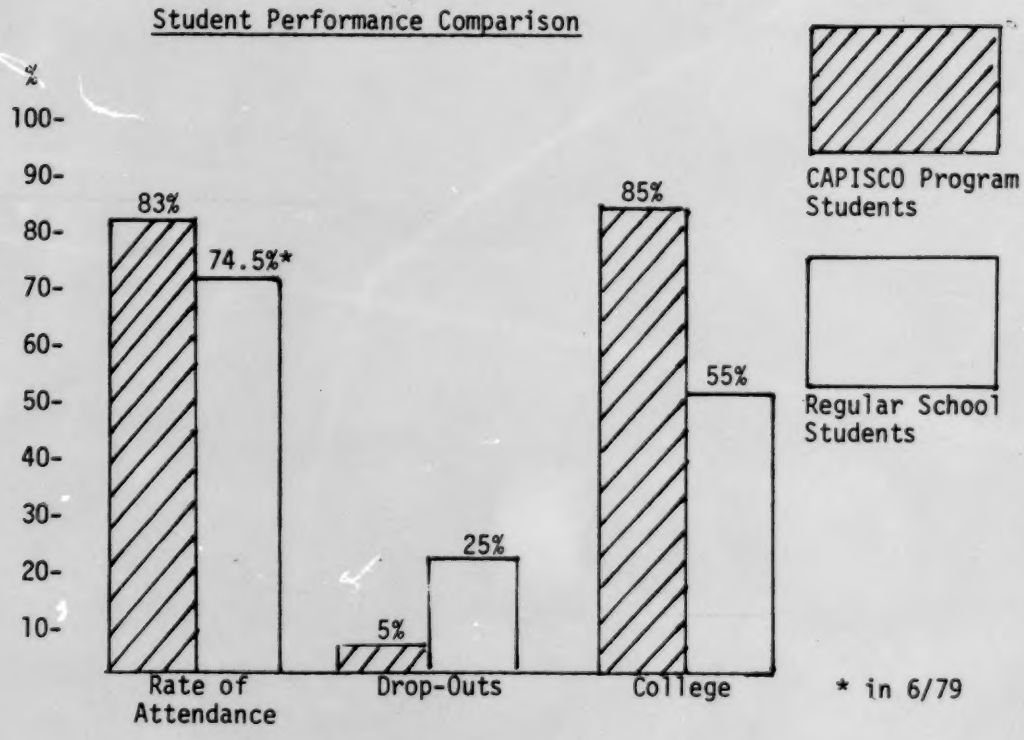
M. Student Responses

As a result of the emphasis on individualized learning and counseling, while fostering a close-knit family atmosphere, the program has been quite successful in motivating students.

The chart which follows provides a view of program students compared to the rest of the school population in the areas of attendance and drop-out rates, and in the percentage of seniors going to institutions of higher education. As is clear, the program students as a whole do significantly better than their mainstream peers. This is particularly true when it comes to the ambition to go past secondary school into a two- or four-year college. The program staff dedicated much energy to persuading the parents of bilingual students that "going to college is part of the better life in America."

CHART 3

Student Performance Comparison



III. ASSESSMENT PROCEDURES AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing.

Assessment Procedures and Instruments

Students were assessed in English Language development, growth in their mastery of their native language, mathematics, social studies and science. The following are the areas assessed and the instruments used:

Reading in English	--	Stanford Achievement Test (Total Auditory), Levels II, III
Mathematics Achievement	--	Teacher-made tests
Mathematics Performance	--	Teacher-made tests
Science Performance	--	Teacher-made tests
Social Studies Performance	--	Teacher-made tests
Native Language Arts Performance	--	Teacher-made tests
Italian Language Achievement	--	Teacher-made tests
Attendance	--	School and Program records

The following analyses were performed:

A) On pre/post standardized tests of English reading achievement and teacher-made mathematics tests statistical and educational significance are reported.

1) Statistical Significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

2) Educational Significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.[1]

An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large ES

B) The results of the criterion referenced tests in mathematics, social studies, science and native language arts are reported in terms of the number and percent of students achieving the criterion levels set for the participants (65% passing).

C) Information is provided on the attendance rate of students participating in the bilingual program, compared with that of the total school population.

The following pages present student achievement in tabular form.

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[1] Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

TABLE 3

ENGLISH READING ACHIEVEMENT

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement of Students with Full Instructional Treatment on the Stanford Achievement Test, (Total Auditory), Primary Levels II, III

Test Level/ Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre-Post	t	p	ES
9 II	----------NO DATA----------									
9 III	2	48.0	0.0	69.0	0.0	21.0	*	*	*	*
10 II	7	54.7	6.12	70.7	7.7	16.0	.88	10.47	.001	4.28
10 III	18	59.8	9.1	71.5	7.3	11.7	.88	11.13	.001	3.96
11 II	3	78.0	0.0	85.0	4.6	7.0	*	*	*	*
11 III	35	74.7	5.2	81.4	5.2	6.7	.68	9.36	.001	1.58
12 II	10	78.8	3.8	83.7	5.0	4.9	.79	5.05	.001	1.60
12 III	50	74.3	7.5	81.3	4.6	7.0	.78	10.28	.001	1.45

* Indeterminate due to standard deviations of 0.0

Table 3 presents achievement data for students on the Total Auditory subtest of the SAT by grade and subtest.

Ninth grade student growth on each test level could not be assessed statistically due to a lack of data or not enough students on whom growth was measured (level II), and an insufficient sample size (level III).

Tenth grade students showed raw score gains of approximately 16.0 points (level II) and 11.7 points

TABLE 3
(continued)

(level III). These gains made by students tested on both test levels were unusually high in terms of statistical and estimated educational significance. When expressed in within group standard deviation units, students tested on level II showed a gain (16.0 points) that was 4.28 standard deviation raw score points, while students tested with level III showed a pre- to post-test gain (11.7 points) that was 3.96 standard deviation units.

Eleventh grade students tested with level II made a gain of 7 raw score points. However, they showed no variation in pre-test score, resulting in a pre-test standard deviation of 0.0. This indicates that all descriptive and inferential statistics are rendered mathematically indeterminate (e.g. correlation is "infinite").

Eleventh graders tested with level III demonstrated a gain of 6.7 points, which was statistically significant far beyond the .001 level of significance. Educationally, the gain was of high significance. (ES index was 1.58 standard deviation units).

Twelfth graders tested with level II made a raw score gain of 4.9 points, statistically significant beyond the .001 level of significance. That gain was of large educational significance (1.60 standard deviation difference). Students tested with level III made a 7.0 gain in raw score points which was statistically significant far beyond the .001 level of significance. Additionally, the gain was of high educational significance (1.45 standard deviation difference).

In summary, the English language reading achievement of program students, as assessed by mean gain differences, was observed to be highly significant in statistical and educational estimates. Tenth grade students showed gains that were unusually high (4 standard deviations).

TABLE 4

MATHEMATICS ACHIEVEMENT

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Mathematics Achievement of Students with Full Instructional Treatment on Teacher-Made Examinations

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre-Post	t	p	ES
9	2	86.0	0.0	98.0	0.0	12.0	*	*	*	*
10	22	80.0	5.0	88.5	4.2	8.5	.82	13.72	.001	2.93
11	37	92.4	4.2	97.7	1.9	5.3	.03	6.94	.001	1.14
12	62	92.9	3.9	97.3	3.0	4.4	.71	7.87	.001	1.00

* Indeterminate due to standard deviations of 0.0

Table 4 presents achievement data for students on teacher-made end-of-term mathematics examinations.

Insufficient sample size and indeterminate statistics (standard deviation of 0.0 at pre- and post-test) precluded any meaningful analyses of growth for 9th grade students.

Tenth grade students gained 8.5 raw score points from pre- to post-test. That gain was highly significant statistically (p far in excess of the .001 level). Their gain, when expressed in standard deviation units, showed growth that was approximately 3 standard deviation units.

Eleventh grade students gained 5.3 raw score points, a gain that was statistically significant

TABLE 4

(continued)

far beyond the .001 level of significance. The gain was of large educational significance. However, the gain made by students is masked by an obvious "ceiling effect." That is to say, students scored high at pre-test (possible score range: 0 to 100), and since they were initially near the top of the raw score scale at pre-test, there was little opportunity for the group to demonstrate large gains at post-test. The small post-test standard deviation (1.9) indicates little variation in scores among students. Virtually all students scored near the top of the raw score scale. The pre/post correlation of .03 further documents the above described ceiling effect. Thus, the growth of students, while statistically and educationally significant, was masked by an apparent lack of test precision of the instrument. The test was apparently too easy for these students.

Twelfth graders made a gain of 4.4 points from pre- to post-test occasions which was statistically significant far beyond the .001 level of significance. The gain was educationally significant at a high level. However, a ceiling effect was also evident among 12th grade students, although to a lesser extent than this effect was observed among 11th grade students.

This teacher-made test appears to be inadequate as an assessment instrument, particularly for 11th and 12th grade students. The instrument does not appear to have sufficient "top" for these students, resulting in achievement gains masked by inadequate precision in the function tested.

TABLE 5

MATHEMATICS PERFORMANCE

Number and Percent of Students Passing Teacher- Made Examinations in Mathematics

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	2	2	100%	2	2	100%
10	26	25	96%	25	25	100%
11	38	38	100%	39	36	92%
12	65	61	94%	65	60	92%

In the Fall term, the percentage of students passing teacher made examinations in Mathematics ranged from 94% in grade 12 to 100% in grades 9, 11. In Spring, the percent mastering the curriculum ranged from 92% in grades 11,12 to 100% in grades 9, 10. Overall, the stated evaluation objective (65% pass rate) for Mathematics was met and substantially surpassed in all grades.

TABLE 6

SCIENCE PERFORMANCE

Number and Percent of Students Passing Teacher- Made Examinations in Science

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	2	2	100%	2	2	100%
10	26	24	92%	25	24	96%
11	38	38	100%	39	36	92%
12	65	61	94%	65	60	92%

In the Fall term, the percentage of students passing teacher made examinations in Science ranged from 92% in grade 10 to 100% in grades 9,11. In Spring, the percent mastering the curriculum ranged from 92% in grades 11,12 to 100% in grade 9. Overall, the stated evaluation objective (65% pass rate) for Science was met and substantially surpassed in all grades.

TABLE 7

SOCIAL STUDIES PERFORMANCE

Number and Percent of Students Passing Teacher- Made Examinations in Social Studies

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	2	2	100%	2	2	100%
10	26	24	92%	25	25	100%
11	38	38	100%	39	36	92%
12	65	60	92%	65	69	92%

In the Fall term, the percentage of students passing teacher-made examinations in Social Studies ranged from 92% in grades 10 and 12 to 100% in grades 9 and 11. In Spring, the percent mastering the curriculum ranged from 92% in grades 11 and 12 to 100% in grades 9 and 10. Overall, the stated evaluation objective (65% pass rate) for Social Studies was met and substantially surpassed in all grades.

TABLE 8

NATIVE LANGUAGE ARTS PERFORMANCE

Number and Percent of Students Passing Teacher- Made Examinations in Native Language Arts

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	2	2	100%	2	2	100%
10	26	26	100%	25	24	96%
11	38	38	100%	39	36	92%
12	65	62	95%	65	60	92%

In the Fall term, the percentage of students passing teacher made examinations in Native Language Arts ranged from 95% in grade 12 to 100% in grades 9,10,11. In Spring, the percent mastering the curriculum ranged 92% in grades 11,12 to 100% in grade 9. Overall, the stated evaluation objective (65% pass rate) for Native Language Arts was met and substantially surpassed in all grades.

TABLE 9

ITALIAN LANGUAGE ACHIEVEMENT

Number and Percent of Students Passing Teacher- Made Examinations in Italian Language

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	1	1	100%			
10	1	1	100%	----------NO DATA---------- (Grades 9-10)		
11	----------NO DATA----------					
12	2	2	100%	1	1	100%

In the Fall term, the percentage of students passing teacher made examinations in Italian language achievement was 100% in all grades.

Overall, the stated evaluation objective for Italian language achievement was met and substantially surpassed in all grades (65% pass rate).

TABLE 10

ATTENDANCE RATES

Number and Percent of Students Surpassing the General School Attendance Rate, Reporting the Program Attendance Rate and Standard Deviation

GRADE	NO. OF STUDENTS	AVERAGE ATTENDANCE	STANDARD DEVIATION	NUMBER SURPASSING RATE	% EXCEEDING SCHOOL RATE
9	2	86.0%	0.0	2	100%
10	24	88.8%	4.4	21	88%
11	39	85.8%	4.4	38	97%
12	65	85.7%	4.6	59	91%

Total year attendance rates ranged from 86% in grades 9, 11 and 12 to 89% in grade 10 with little variation evident in school attendance. The percentage of students exceeding the school-wide attendance rate ranged from 88% in grade 10 to 100% on grade 9. Thus, in view of the stated evaluation objective that students' attendance rate would be equal to or higher than that of the general school rate, students met and substantially surpassed this objective.

IV. SUMMARY OF FINDINGS

The following section presents a summary of findings included in the previous section. In all instances the CAPISCO program demonstrated superior performance.

In reading in English the 125 students reported demonstrated highly statistically and educationally signficant gains on the Stanford Achievement Test, Primary Levels II and III. At all grade levels where statistics could be calculated (with sufficient numbers of students reported) the gains demonstrated were beyond the .001 level of probability. Educational significance was high in all instances.

In mathematics students were tested on pre/post, teacher-made examinations. Student performance in class, on a pass/fail basis, is also reported. On the standardized pre/post tests students made statistically and educationally significant gains. The differences between pre and post tests decreased with grade. This was due to a substantial "ceiling effect" at the upper grades where students were performing near the maximum possible at both pre and post testing times. Clearly the instrument is too easy for CAPISCO students. Student performance in mathematics classes substantially surpassed the program objective that 65% of the students achieve passing grades. In both fall and spring, the rate of passing ranged from 92% to 100%.

Performance in science classes parallelled that in mathematics. At all grade levels students substantially surpassed the 65% passing criterion. Passing rates ranged from a low of 92% to a high of 100%.

Similar performance was demonstrated in social studies where the passing rates again ranged from 92% to 100%. The criterion of 65%

passing was substantially surpassed.

In native language arts the same pattern was exhibited, with a range of passing between 92% and 100%.

Students substantially surpassed the objective that the attendance rate of program students be equal to or higher than that of the general school population. The percentage of students passing the school attendance rate ranged from a low of 88% at the tenth grade level to a high of 100% at the ninth grade.

V. CONCLUSIONS AND RECOMMENDATIONS

Conclusions. During the site visit by the evaluator, key CAPISCO personnel were interviewed, including the project coordinator, the principal, the Foreign Languages Department chairperson and two teachers.

The Title VII staff were found to be strongly motivated bilingual educators who called upon their own experience as Italian-Americans to motivate and assist the students they served. In all aspects of their work, they had the enthusiastic backing of the principal.

The content area curriculum material developed by the program was extensive and well organized, with clear graphics to aid visualization of the topics discussed. Visitors to the CAPISCO bilingual resource center included representatives from programs in South Carolina, New Jersey and Louisiana. The evaluator found the native language course to be impressive in approach and content. Students were instructed rigorously in Italian grammar. They read not only current novels and regional Italian vignettes but also the classics. In order to develop writing skills, program participants wrote essays on the material read, selections of which were published in the program magazine.

The entire staff and especially the family assistants deserve special commendation for having enlisted the support and participation of so many program parents. Because of their low income status, many students worked after school and their families wished them to find jobs rather than continue with their education. The family assistants' work with the strong support of the rest of the bilingual staff was undoubtedly one of the key

factors contributing to the low drop-out rate and high student performance in general.

As this is the final year of funding of project CAPISCO, it is appropriate to conclude that the program has been a success. The striking numbers of CAPISCO students continuing their education, retaining ties within the CAPISCO family and performing well in their classwork attests to the intelligence, foresight, diligence and abundant good will of the CAPISCO staff.

Recommendations. In this the last year of the program it is fitting to make recommendations which would apply to any future proposals written by the bilingual staff at New Utrecht High School, and which would benefit other schools with programs in bilingual education. Bearing this in mind, this evaluator makes the following suggestions:

1. The project director and the principal both expressed an interest in making theirs a magnet school and/or implementing a bilingual career education program. These aspirations appear to be well-founded. The CAPISCO program has the curriculum materials and trained bilingual staff, as well as the administrative machinery needed to provide services to many more Italian-American children than it presently serves. Within the school itself, there are roughly two hundred Italian-dominant children who would benefit from a bilingual program. Additionally, as many of the members of the regular faculty are bilingual and career training programs are desperately needed at the high school, it would seem an

efficient policy to create a new program offering assistance to this population not yet served by Title VII.

2. An adult education class should be further financed for program and other members of the community. It is apparent that the need and interest in the community are great, but research on methodology of teaching this particular group of adults is required along with an assessment of appropriate times and places to insure comfortable access.

3. While some dissemination of the materials developed by the CAPISCO program has occurred, they are still not available to many of the other schools with Italian bilingual projects. Were sufficient funds granted, these materials could be printed and distributed, thereby improving the education offered other Italian-American youngsters.

4. Other bilingual programs could strengthen their relations with the community by following some of the examples set by CAPISCO. Among these, it is felt that one of the most exciting activities for the students which also serves to make the program known in the community and at other schools in the city is the regularly scheduled series of theater and song festivals. These were presented at elementary schools and community centers with a great deal of success.